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| Reading Plans Week of November 21 | |
| *Unit 3 Immigration and Ethnic Unit*   * *Will apply strategies for finding the main idea / details in a social studies text.* * *Will use text markings to identify main idea and details.* * *Will use a graphic organizer to summarize, showing topic and details.* * *Will review and use target word in new contexts and practice word study strategies* | * Essential Questions…Who are Americans? * rBook pages 16-19 Guided and choral reading of text “A New Immigration Boom” * Word Study and Vocabulary strategies for migrant, immigrant, and emigrant * Vocabulary rBook pages 8-9 |
| READ 180 Instructional Model objectives   * will rotate through small group, independent reading, and individualized computer software seamlessly and effectively. * will monitor comprehension through reading strategies—predict, question, clarify, connect, evaluate, visualize, infer, and summarize to become an independent reader. * will understand the meaning of each of the reading strategies. | Essential Question: How will READ 180 software and independent reading improve my reading level, comprehension, vocabulary, fluency, and spelling?   * Independently complete computer software packets: vocabulary and QuickWrites. * Independently complete reading log and QuickWrites for selected paperback or audiobook. |

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| Reading Plans Week of November 14 | |
| *Unit 2 Stolen Childhoods*   * *Will practice finding the topic and details to summarize a social studies text.* * *Will use text markings to identify details.* * *Will use a graphic organizer to summarize, showing topic and details.* * *Will use a graphic organizer to write one paragraph summary* * *Will review and use target word in new contexts and practice word study strategies* | * Essential Questions…Who are the children in stolen childhoods? What makes them unique? * rBook pages 94-97 and 102-107 Guided and choral reading of texts “Child Labor around the World” * Word Study and Vocabulary strategies for migrant, immigrant, and emigrant * Vocabulary Review games * Assessment: rSkills Test for Workshops 3 and 4 from rBook |
| READ 180 Instructional Model objectives   * will rotate through small group, independent reading, and individualized computer software seamlessly and effectively. * will monitor comprehension through reading strategies—predict, question, clarify, connect, evaluate, visualize, infer, and summarize to become an independent reader. * will understand the meaning of each of the reading strategies. | Essential Question: How will READ 180 software and independent reading improve my reading level, comprehension, vocabulary, fluency, and spelling?   * Independently complete computer software packets: vocabulary and QuickWrites. * Independently complete reading log and QuickWrites for selected paperback or audiobook. |
| Unit 1 Identity and Life Stories Final Project   * will practice adding audio to iMovie * will apply knowledge of the Six Traits of writing to digital story draft | Students will complete iMo vie and share with class. |

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| Reading Plans Week of November 7 | |
| *Unit 2 Stolen Childhoods*   * *Will practice finding the topic and details to summarize a magazine article, newspaper article, and a social studies text.* * *Will use text markings to identify details.* * *Will use a graphic organizer to summarize, showing topic and details.* | * Essential Questions…Who are the children in stolen childhoods? What makes them unique? * rBook pages 88-95 Guided and choral reading of texts “Child Labor around the World” and “Working in the Fields.” |
| *WKCE Testing* | * Tuesday and Wednesday * Reading and Mathematic * May bring healthy snack and bottle of water. |
| READ 180 Instructional Model objectives   * will rotate through small group, independent reading, and individualized computer software seamlessly and effectively. * will monitor comprehension through reading strategies—predict, question, clarify, connect, evaluate, visualize, infer, and summarize to become an independent reader. * will understand the meaning of each of the reading strategies. | Essential Question: How will READ 180 software and independent reading improve my reading level, comprehension, vocabulary, fluency, and spelling?   * Independently complete computer software packets: vocabulary and QuickWrites. * Independently complete reading log and QuickWrites for selected paperback or audiobook. * 1st Quarter packets of logs and QuickWrites will be put together along with 2nd quarter goals. |
| Unit 1 Identity and Life Stories Final Project   * will practice adding audio to iMovie * will apply knowledge of the Six Traits of writing to digital story draft | Students will complete iMo vie and share with class. |

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| Reading Plans Week of October 31 | |
| Unit 1 Identity and Life Stories  Objective   * will practice using audio, text boxes, images , and transitions in iMovie * will apply knowledge of the Six Traits of writing to digital story draft   *Unit 2 Stolen Childhoods—if time preview, build background knowledge and start vocabulary in rBook.* | * Essential Questions…Who are you? What makes you unique? * Prequiz—Six Traits of Writing and four types of sentences. * We will use digital story outline to create a digital story in iMovie in the library. |
| READ 180 Instructional Model objectives   * will rotate through small group, independent reading, and individualized computer software seamlessly and effectively. * will monitor comprehension through reading strategies—predict, question, clarify, connect, evaluate, visualize, infer, and summarize to become an independent reader. * will understand the meaning of each of the reading strategies. | Essential Question: How will READ 180 software and independent reading improve my reading level, comprehension, vocabulary, fluency, and spelling?   * Independently complete computer software packets: vocabulary and QuickWrites. * Independently complete reading log and QuickWrites for selected paperback or audiobook. |
| Quarter One Book Talk objectives   * will practice analyzing the setting, characters, plot, and theme of a independently chosen fiction book. * will monitor comprehension through reading strategies. | Essential Question: How will book talks develop my literacy skills to become a lifelong learner?   * Book talks will be presented on November 1. Be prepared for 2-3 minutes speech with note cards and book. |

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| Reading Plans Week of October 24 | |
| Unit 1 Identity and Life Stories  Objective   * will write a draft of a digital story—narrative that answers the question—what make you unique? * will practice using audio, text boxes, images , and transitions in iMovie * will apply knowledge of the Six Traits of writing to digital story draft | * Essential Questions…Who are you? What makes you unique? * Prequiz—Six Traits of Writing and four types of sentences. * Draft outline of digital story due Wednesday, October 26. Use journal entries when drafting outline. |
| READ 180 Instructional Model objectives   * will rotate through small group, independent reading, and individualized computer software seamlessly and effectively. * will monitor comprehension through reading strategies—predict, question, clarify, connect, evaluate, visualize, infer, and summarize to become an independent reader. * will understand the meaning of each of the reading strategies. | Essential Question: How will READ 180 software and independent reading improve my reading level, comprehension, vocabulary, fluency, and spelling?   * Independently complete computer software packets: vocabulary and QuickWrites. * Independently complete reading log and QuickWrites for selected paperback or audiobook. |
| Quarter One Book Talk objectives   * will practice analyzing the setting, characters, plot, and theme of a independently chosen fiction book. * will monitor comprehension through reading strategies. | Essential Question: How will book talks develop my literacy skills to become a lifelong learner?   * Use story map to write note cards for book talk. Book talks will be presented on November 1. Be prepared. * Finish reading over the weekend and turn in reading strategies on Monday, October 24. |

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| Reading Plans Week of October 17 | |
| Unit 1 Identity and Life Stories  Objective   * will monitor comprehension through reading strategies—predict, question, clarify, connect, evaluate, visualize, infer, and summarize to become an independent reader. * will understand the meaning of each of the reading strategies. | * Essential Questions…Who are you? What makes you unique? * Guided reading of Life Stories: *The Sweetest Fig* and *The Wreck of the Zephyr*. * Interactive notes and review SMART board activities of reading strategies. |
| READ 180 Instructional Model objective   * will practice procedures for rotations: small group, independent reading, and individualized computer software. | Essential Question: How will READ 180 software and independent reading improve my reading level, comprehension, vocabulary, fluency, and spelling?   * Independently complete computer software packets: vocabulary and QuickWrites. * Independently complete reading log and QuickWrites for selected paperback or audiobook. |
| Quarter One Book Talk objectives   * will practice analyzing the setting, characters, plot, and theme of a independently chosen fiction book. * will monitor comprehension through reading strategies. | Essential Question: How will book talks develop my literacy skills to become a lifelong learner?   * Complete story elements map for book talk book independently every day for homework. * Complete reading strategies independently every day for homework. |

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| Reading Plans Week of October 10 | |
| Unit 1 Identity and Life Stories  Objectives   * will identify the topic sentence, supporting details, and conclusion in a literature response. * will write a first draft of a literature response. | 1. Essential Questions…Who are you? What makes you unique? 2. Writing Piece: Literature Response to Louisa, Please Come Home draft and final copy. 3. Conventions and Sentence Fluency—edit writing draft to correct spelling, grammar, and usage errors. 4. Pages 74-79 rBook for class work or homework. |
| READ 180 Instructional Model   * will practice procedures for rotations: small group, independent reading, and individualized computer software. | 1. Book Pass READ 180 paperbacks. 2. Independently complete reading log and QuickWrites for selected paperback or audiobook. |
| Quarter One Book Talk   * will practice analyzing the setting, characters, plot, and theme of a independently chosen fiction book. * will monitor comprehension through reading strategies. | * Begin filling out story elements map for book talk book independently every day for homework. * Modeling of reading strategies for book talk through The Sweetest Fig. |

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| Reading Plans Week of October 3 | |
| Unit 1 Identity and Life Stories  Objectives   * will practice analyzing the setting, characters, plot, and theme of a short story. * will practice tracking story elements using a graphic organizer. * will identify the topic sentence, supporting details, and conclusion in a literature response. * will plan a literature response using a graphic organizer. * will write a first draft of a literature response. | 1. Essential Questions…Who are you? What makes you unique? 2. Modeling of story elements and reading strategies through narrative about personal identity Invisible Boy. Homework will be a story map of story elements. 3. Writing Piece: Literature Response to Louisa, Please Come Home draft and final copy (if time) 4. Conventions and Sentence Fluency—edit writing draft to correct spelling, grammar, and usage errors. 5. Pages 74-79 rBook for class work or homework. |
| READ 180 Instructional Model   * will practice procedures for rotations: small group, independent reading, and individualized computer software. | 1. Book Pass READ 180 paperbacks. 2. Independently complete reading log and QuickWrites for selected paperback or audiobook. |

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| Reading Plans Week of September 26 | |
| Unit 1 Identity and Life Stories  Objectives   * will practice analyzing the setting, characters, plot, and theme of a short story. * will use text markings to indicate setting, characters, and plot details. * will practice tracking story elements using a graphic organizer. * will identify rhyme in a poem * will practice finding repetition within a poem * will identify the theme of a poem | 1. Essential Questions…Who are you? What makes you unique? 2. rBook Workshop 3 Identity Crisis (pages 56-73) 3. Journal Writing on personal identity 4. Modeling of story elements through narratives about personal identity Invisible Boy 5. Notes, Jeopardy, and Quiz (Friday) on Story Elements (character, setting, plot, and theme) 6. Repeated reading of two poems on identity 7. Homework will include vocabulary, story maps, and comprehension questions. |
| READ 180 Instructional Model   * will practice procedures for rotations: small group, independent reading, and individualized computer software. | 1. Book pass READ 180 paperbacks. 2. Quiz READ 180 software Tuesday 3. Independently complete reading log and QuickWrites for selected paperback or audiobook. |

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| Reading Plans Week of September 19 | |
| Unit 1 Identity and Life Stories  Objectives   * will practice analyzing the setting, characters, plot, and theme of a short story. * will use text markings to indicate setting, characters, and plot details. * will practice tracking story elements using a graphic organizer. * will identify rhyme in a poem * will practice finding repetition within a poem * will identify the theme of a poem | 1. Essential Questions…Who are you? What makes you unique? 2. rBook Workshop 3 Identity Crisis (pages 56-73) 3. Modeling of various fictional stories: Invisible Boy and Louisa, Please Come Home. 4. Repeated reading of two poems on identity 5. Homework will include vocabulary, story maps, and comprehension questions. |
| READ 180 Instructional Model   * will practice procedures for rotations: small group, independent reading, and individualized computer software. | 1. Book pass and book talks for READ 180 audiobooks and paperbacks. 2. Practice reading log with paperback book of choice. 3. Practice QuickWrites that support paperbacks and audiobooks |

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| Reading Plans Week of September 12 | |
| Unit 1 Identity and Life Stories  Objectives   * will activate prior knowledge and build background about identity. * will practice analyzing the setting, characters, plot, and theme of a short story. * will use text markings to indicate setting, characters, and plot details. * will practice tracking story elements using a graphic organizer. | 1. Essential Questions…Who are you? What makes you unique? 2. rBook Workshop 3 Identity Crisis 3. Modeling of various fictional stories: Invisible Boy, The Widow’s Broom, and Louisa, Please Come Home. 4. Homework will include vocabulary, story maps, and comprehension questions. |
| READ 180 Instructional Model   * will practice procedures for rotations: small group, independent reading, and individualized computer software. | 1. Correct procedures for READ 180 independent reading rotation, computer rotation, and small group rotation. 2. Book pass and book talks for READ 180 audiobooks and paperbacks. 3. Practice reading log with paperback book of choice. |

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| Reading Plans Week of September 5 | |
| Unit 1 Identity and Life Stories  Objectives   * To be organized for class with the correct supplies * Organize notebooks for notes and journal writing * Share getting to know you | 1. Getting to know you activities. 2. Exploration of Home page of reading wiki—getting to know Miss Christianson. |
| READ 180 Instructional Model | 1. Reading Inventory with SMART response. 2. Correct procedures for READ 180 independent reading rotation. 3. Book pass and book talks for READ 180 audiobooks and paperbacks. 4. Practice logging in and logging off classroom and library computers. 5. Exploration of audiobooks on reading wiki. 6. Practice reading log. 7. Spelling Assessment. |